

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NY14

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Roger Longfield

Official School Name: Sanfordville Elementary School

School Mailing Address: 144 Sanfordville Road
Warwick, NY 10990-2844

County: Orange State School Code Number*: 442101060007

Telephone: (845) 987-3300 E-mail: rlongfield@wvcsd.org

Fax: (845) 986-7287 Web site/URL: www.warwickvalleyschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Raymond Bryant Superintendent e-mail: rbryant@wvcsd.org

District Name: Warwick Valley CSD District Phone: (845) 987-3010

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Eaton

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NY14

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NY14

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
(per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 8828

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 12
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	39	44	83		7	0	0	0
1	52	54	106		8	0	0	0
2	53	52	105		9	0	0	0
3	51	63	114		10	0	0	0
4	51	50	101		11	0	0	0
5	61	57	118		12	0	0	0
Total in Applying School:								627

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	7
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2010	625
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 0

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 6%

Total number of students who qualify: 37

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 67

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>22</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>16</u>	<u>9</u>
Total number	<u>75</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12NY14

During a recent commencement ceremony, a student eloquently stated that a Sanfordville education taught him to, “Look with your eyes, your heart, and your mind.”

Looking with ones eyes, Sanfordville is picturesque and rural. The school is inviting, warm, and meticulously maintained. Beyond the landscape, an atmosphere of respect, kindness, and safety is emulated by all adults and children. Smiles and excitement permeate the air as students arrive each day and are greeted by their teachers (who have the best attendance in our district). Daily focus on interacting with one another in a respectful manner is promoted by Positive Behavioral Intervention Supports. The open-door policy of our principal and faculty allows students and parents to come together, and create a beautiful landscape of learning.

Looking with one’s heart has rendered projects such as building the Peace Wall, food donations to the Ecumenical Council, raising money each year to support causes such as purchasing school supplies for the Lwngas School in Malawi, Africa, a Room-to-Read construction project in Nepal, and "Pennies for Peace" to educate students in Afganistan and Pakistan, and giving to staff members during times of sorrow and joy.

Looking with one’s mind conjures learning environments that meet the needs of all students through diverse settings: traditional, small group, inclusive and special education, as well as, our alternative Partners in Education (PIE) program. The PIE program is based on multiage grouping, an integrated curriculum, and parent involvement. While these learning environments may vary, the universal method utilized to ensure student achievement is differentiated instruction. Response-to-Intervention has been critical in providing instruction to all students based on abilities. As a result, in 2011, the school’s test scores met or exceeded the average of the State’s cut scores at the 85th percentile for all grades tested in both reading and math.

While it is undeniable that high test scores make Sanfordville Elementary School Blue Ribbon worthy, it is the hard work, dedication, and forward thinking of the school community that provides an enriched, safe environment by meeting the social, emotional, and academic needs of our students. The social and emotional climate of the school is created through a cohesive community that fosters a respectful and secure environment where positive choices are made. Those who experience difficulty making positive choices benefit from having the assistance of a guidance counselor, as well as a psychologist. They handle social issues, such as death and divorce (Banana Splits) and anti-bullying through in-class lessons and one-on-one interventions. Social development is also promoted through after school clubs, which allow students to find common interests. Hence, a positive social and emotional climate creates a classroom atmosphere conducive to academic success.

Our mission statement focuses on developing lifelong learners, effective workers, and outstanding citizens through critical thinking and problem solving. By viewing the world through their own eyes, our students see opportunities for initiative and entrepreneurialism; by using their hearts, students exhibit empathy towards local and global communities; and with their minds, they challenge themselves to be creative and ingenious.

Sanfordville has an excellent record of forging traditions that have lasted over the years, reaching milestones among its population, and fostering positive relationships among members and groups of the Warwick community. A wonderful tradition occurs at the beginning of every school day. Since the black bear is our mascot, “Bear Hugs” (students’ names are announced during morning announcements) are awarded to three deserving students of outstanding character. A “Bear Paw” is an award earned by a student who has demonstrated a positive and helpful attitude throughout the school. Students accrue 25

bracelets given by staff for positive behavior and have their choice of a reward. Being recognized for their positive effort motivates students to achieve their best.

During the school year, traditions are celebrated through the efforts of the school community. Fall begins with tours of the building and grounds, a gathering at the Peace Wall, and a review of behavior expectations. Kindergartners meet their 5th grade buddies, parents attend Back-to-School presentations, and the PTA hosts a staff breakfast. The next few months offer an array of events which include fire prevention week, local history tours, and donations to our local food and toy drives. As the New Year starts, there is a heightened emphasis upon activities that support instruction. For example, students participate in our science fairs, show their talents at musical concerts and drama productions, read as part of the Parents as Reading Partners program, and use 21st Century skills in Odyssey of the Mind. The year culminates with a circus program that reinforces skills learned in our physical education classes in which students put on a performance for the school and their families. With the end of the school year in June comes the fifth grade Moving Up Graduation Day and student awards for achievement.

Our most recent milestone was our nomination from the State of New York to vie for a National Blue Ribbon Schools Award. When the school was built in 2000, students constructed a time capsule to be opened in the year 2025. Following the unfortunate events of 9/11, Sanfordville's community built a Peace Wall Memorial to honor all of the innocent people who lost their lives. This symbol of peace has reached notoriety in our region. Since 2005, the school has received recognition from the State as a high performing school. Other meritorious accomplishments include our Odyssey of the Mind Team who has won at Regional and State levels and competed at a World event. For our Tenth Anniversary, our school was gifted with an original sculpture by world renowned artist, Frederick Franck.

1. Assessment Results:

A strong student academic performance on the New York State Assessments in English language arts and mathematics is indicative of the high expectations set at Sanfordville Elementary School. This testing program is designed to measure a student's performance in regard to the State's Learning Standards. Our students clearly rise to the challenge.

Students taking the New York State assessments can score between Levels 1-4, and this information aids in identifying the strengths and weaknesses of the student, school and district. Students scoring at Level 1 are not demonstrating an understanding of the content expected in the subject and grade level. Performing at a Level 2 demonstrates the students' partial understanding of the content expected in the subject and grade level. Level 3 shows that students are proficient at meeting standards and demonstrating an understanding of the content expected in the subject and grade level. Level 4 scores show that students are exceeding the proficiency standard. Students performing at this level are demonstrating a thorough understanding of the content expected in the subject and grade level.

Our teachers set high expectations of achievement for each and every student regardless of ethnicity, socio-economic status, and/or disability. Our staff strives for 90% of their prospective students to achieve at Levels 3 or 4, as measured by the New York State Testing Program, in English language arts. In the area of mathematics, the expectation is set at 95% of all students meeting and exceeding proficiency of the learning standards. Although these are lofty goals, we believe in setting the bar high for the students of Sanfordville Elementary School.

The five year data trend at Sanfordville is another indication of the academic achievements we have come to expect from our students. Before we begin to explain what factors contribute to significant gains and losses in math and reading/English language arts over the past five years, we need to reflect on the changes that have occurred in the New York State Testing Program during this period of time.

From 2006-2009 the NYS cut scores for Level 3 and above remained at a scaled score of 650. This constant assisted our teaching staff in delivering quality instruction year in and year out. As a result, our scores demonstrated a consistent upward trend. For example, in 2007, 87% of Sanfordville students achieved a Level 3 and above in English language arts. In 2008, 90% of our students achieved at this level. In 2009, 93% of our students achieved a Level 3 or higher. In mathematics, during the 2007 school year, the percentage of students achieving a Level 3 and above was 95%. In 2008, we had 98% of our students achieving at this level. In 2009, we again saw 98% of our students achieving at a Level 3 and above.

In 2010, New York State's desire to acquire Race to the Top funding resulted in a significant increase in the cut scores in order to create college and career-ready students. The new cut scores in math and ELA were raised between 12 and 34 points respectively depending on specific grade levels and content area. In the area of ELA, the cut score was raised 12 points for grade 3, 18 points for grade 4, and 16 points for grade 5. In mathematics, the cut score was raised 34 points for grade 3, 26 points for grade 4, and 24 points for grade 5. Although this resulted in a decrease in the percentage of students at Sanfordville achieving Level 3 and above, our school superseded NYS results by 16% in ELA and 22% in mathematics.

In 2011, cut scores for achieving a Level 3 in both English language arts and mathematics continued to rise into a range of 663-668 and 676-684, respectively. Also, in part because of the more rigorous and robust test of 2010. This included a greater number of questions, additional essays at grades 3 and 5, and an increase in the length of the tests in order to become more comprehensive and better measure student

skills. Despite the changes, Sanfordville's data continued to demonstrate an upward trend. In 2011, the percentage of students achieving a Level 3 and above in ELA increased by 10% school-wide and outperformed the state average by 26%. In math, a high level of student performance was maintained and even increased by 2%. We continued to outperform the NYS average by 23%.

Through our dedicated efforts to continuously raise the bar for our students and prepare them for life beyond school, our teachers diligently provide targeted skill instruction. In accordance with Response-to-Intervention (RTI), we incorporate differentiated small group instruction to meet the needs of all of our students. Universal screenings are administered throughout the year in order to ensure all students are making consistent academic progress and meeting district benchmarks. Data analysis is conducted on a regular basis by our Data Inquiry Team to analyze standardized test results. The Data Team's findings are distributed to classroom teachers who use this information to drive classroom instruction. Our school's Instructional Support Team works along with classroom teachers and meets regularly to determine the needs of individual students. This problem solving team designs a clearly defined and measurable individualized intervention plan which includes appropriate academic interventions and progress monitoring. Although there is more than a 10% achievement gap between all students and students with disabilities, this sub group continues to meet the Adequate Yearly Progress (AYP) gains as evidenced by the NYS School Accountability Report. Consequently, our delivery of instruction is effective across our entire student population.

2. Using Assessment Results:

Sanfordville Elementary School utilizes research-based instruction and materials to meet the needs of students of all levels. Teachers use a framework of assessments throughout the academic year to ensure that each student achieves to his/her fullest potential.

In the beginning of the year, classroom teachers administer assessments in English language arts and mathematics. These assessments are in line with our ELA and math programs and designed to provide a baseline for each student. The baseline phase is where data is collected to determine whether interventions and/or enrichment are warranted. In addition, administered at the same time, are AIMSweb Universal Assessments which provide data comparing each student to their peers in the school and district. These assessments are administered as well, in the middle and end of the academic year.

As a result of the data collected from the baseline and benchmark assessments, students are categorized into three distinct tiers (Tier I-Core Instruction, Tier II-Targeted Instruction, and Tier III Intensive Instruction) according to the Response-to-Intervention model. This has been our framework of instruction since the 2008-2009 school year.

Tier I is classroom-based instruction whereby the teacher differentiates instruction using small groups to focus on the skills necessary for academic achievement. Our data demonstrates that Tier I instruction is effective in meeting the needs of 80-90% of our student population. Through consistent progress monitoring, we are able to measure continuous improvement over a predetermined amount of time (6-8 weeks).

The continuous collection of data is also used to determine mastery of identified skills. Decisions regarding the targeted skill(s) are highly dependent on the progress monitoring and data collection. In order to assist in this process, when Tier I interventions are not successful, our school's Instructional Support Team is consulted. The team is composed of multi-disciplinary support staff. The team works, along with the classroom teacher, in problem solving to assist the classroom teacher in providing further intervention, identifying targeted skills, and if need be, obtaining more information through building level screenings. The additional information allows the Instructional Support Team to determine whether to intensify the level of intervention, which could result in moving the student to Tier II. A clearly defined measurable intervention plan is formulated. The Instructional Support Team meets periodically to assess student progress.

At the Tier II level, more intensive and specific interventions in small group settings are provided in addition to the general education classroom. Progress is monitored on a weekly basis and the research-based interventions are utilized. This tier of service generally lasts 6-10 weeks for each targeted skill. Students whose data indicates that they are not responding to interventions to meet their targeted goal may be eventually referred to Tier III via the Instructional Support Team.

At this time, the student is referred to the Committee on Special Education to conduct additional testing to determine if Tier III special education services are warranted. If classification is necessary, a student would receive intensive individualized interventions specifically targeted to skill deficits as stated on an Individualized Education Plan. As with all tiers of instruction, data continues to drive decisions regarding interventions and targeted skills.

Sanfordville Elementary School also uses data from New York State assessments to inform instruction. There is an item analysis that is done in relationship to the learning standards in the English language arts and mathematics programs as measured by the New York State Testing Program. Classroom teachers are afforded a listing of those learning standards that are deemed to be significantly below our expectations. By providing this analysis to specifically 3rd, 4th, and 5th grade classroom teachers, they can readily assess their teaching impact on skill development and plan to either repeat or modify the instruction for their present class. The teacher can in turn provide remedial instruction in those skill areas that were demonstrated to be deficient so that students are prepared to show mastery in their new grade level. We also use Curriculum Based Measurements, such as AIMSweb and SuccessMaker, which diagnose areas of weakness and provide activities designed to remediate deficits. These programs also inform teachers of deficit areas based on individual and whole class results, so that teachers can modify their instruction accordingly.

Our school consistently informs parents, students, and the community of students' academic achievement. This is accomplished in a variety of ways. At each tiered level, parents are informed of information obtained through screenings, standardized testing, and quarterly progress reports regarding their child. All data is thoroughly explained to parents as their input is valued in making decisions about their child. Community and parents are informed regarding student testing results through home mailings, regional media, as well as the district website (www.warwickvalleyschools.com). This website provides a New York State School Report Card. We use this information to measure our progress relative to student achievement. Additionally, this report is produced to inform the people of New York State about our school.

3. Sharing Lessons Learned:

Sanfordville has a long track record for being a leader in our district in providing successful instructional strategies district-wide. Over the last decade, differentiated instruction has been our core strategy to promulgate student achievement. It requires teachers to understand the teaching-learning process. They must recognize the impact of student diversity including ethnicity, language, social-economic level, experience, interest, achievement levels, and learning styles. This method has enabled our teaching staff to meet the needs of all ability levels through small group instruction. In turn, teachers can utilize flexible grouping and meet the needs of the students by ability, interest, learning style, and individual skill development. The use of differentiation was proliferated through grade level meetings, in-service classes, Superintendent Conference Days, and workshops. Additional professional resources were consulted by the staff to further their knowledge in differentiated instruction. This effort was influenced by the on-going training of teachers in the use of Orton Gillingham, a multisensory approach that stresses written expression, morphology, and spelling strategies.

Directly related to differentiated instruction is our implementation of Response-to-Intervention. This effort started with a large contingent of professional staff attending a week-long conference that covered all essentials in developing a Response-to-Intervention Plan. Immediately following, the professional staff met and developed an action plan on how Response-to-Intervention would be implemented over the next few years. Consequently, Sanfordville's professional staff spearheaded the district-wide effort to develop

an overall program that has become inherent in our school district. This enterprise created the process, which includes record keeping forms, research-based material, progress monitoring tools, curriculum-based measurements, Instructional Support Team, and the need to utilize a Response-to-Intervention student folder that would be used to analyze cumulative data.

Sanfordville Elementary School's professional teaching staff has a strong and universal belief system of communication, collaboration, and respect for the opinion of colleagues. Within our school, we strive for common grade level teacher preparation periods, common lunch periods, and 100 %-attendance at district-wide grade level meetings where contributions are shared with other schools. It is our continuous desire to educate ourselves through professional development and enhance our teaching knowledge and commitment to our students.

4. Engaging Families and Communities:

Sanfordville Elementary School has utilized many strategies in working collaboratively with families to foster student success. Strategies to communicate with parents that have proven to be successful include: regularly scheduled parent conferences, quarterly progress reports, Parent Portal (which informs parents on up-to-date attendance, grades, discipline referrals, and state test results), teacher websites, and e-mail communications. Parenting workshops are offered on current topics that support behavioral and emotional growth for strengthening family life. Three examples of workshops that we have offered include: Discipline is Not a Dirty Word, What Do You Do with the Mad That You Feel?, and Parenting in a Media Age. Discipline is Not a Dirty Word is a workshop that helps parents practice seven basic principles of positive and persuasive discipline. Topics include understanding behavior, effective communication, conflict resolution, setting realistic limits, and developing healthy family relationships. What Do You Do with the Mad that You Feel? helps children identify and manage their feelings and develop self-control. This provides practical strategies to help parents raise responsible children. Parenting in a Media Age addresses managing TV viewing, children as a "media market", media violence, and gives suggestions about safe internet and other media usage.

Our staff working in harmony with our Parent Teacher Association (PTA) has enriched the lives of the students. For example, our PTA sponsors and organizes a yearly science fair where the classroom teachers encourage students to complete a science project for demonstration purposes. In addition, classroom teachers afford students an opportunity to present their work to each other during the school day. Another endeavor our PTA sponsors is the Parents as Reading Partners program (PARP). Key features include author visits, mystery readers, and other incentives that encourage reading both at home and in school. Every year the PARP program supports a charity. This year's theme, PAWS for Reading, will raise money for the Warwick Humane Society.

A reciprocal exchange of ideas and activities exists between our school and our community. To encourage empathy in our students, we have reached out to our Ecumenical Council (food pantry). The students can participate in the creation of baskets filled with food and other household necessities for needy families in our community. Our local supermarket has sought us out to educate our students about proper nutrition and healthy food choices. This is achieved through Wellness Wednesdays, which features nutritious food samples that are atypical to one's diet.

Our school psychologist and counselor network between community therapists and agencies to support families in need of social and/or emotional assistance. They also act as a link between teachers and families to open and maintain the lines of communication.

Perhaps the most outstanding community endeavor has been Staff Appreciation Night sponsored by the PTA Council and the Warwick Chamber of Commerce. The evening was designed to embrace the district staff and show appreciation for all they do. Staff members were greeted by students and their families and given a flower, as well as words of appreciation. Various forms of entertainment were provided by our students, grades K-12, in the Village Green Park, which is a popular gathering place in our community. Local businesses and vendors provided discounted amenities and favors for the teaching staff.

1. Curriculum:

At Sanfordville, the process of how we teach the curriculum is the cornerstone of our academic success. Under the structure of the New York State Learning Standards, there is a concerted effort to allow the unique talents of our teaching professionals to meet the needs of our students. Our curriculum offers teachers a flexible teaching platform.

We have a common core curriculum in each instructional area which lists the scope and sequence of skills. Teachers capitalize upon personal strengths and the knowledge of student needs to drive instruction. Materials that are used in the classroom combine a variety of resources that allow our students to acquire and master a hierarchy of skills.

The English language arts curriculum recognizes that students must be exposed to regular and varied opportunities to read, write, listen and speak. These components are connected to each other in a balanced literacy approach featuring a progression of learning skills. Skills are introduced, practiced, mastered, and assessed. Students are provided with activities that allow them to apply the skills to new and real-world situations.

Our math curriculum follows a similar spiraled and integrated approach. Manipulatives and hands-on learning are used extensively to bridge students' understanding from concrete to abstract. Skills are taught in isolation at first for the purposeful practice of problem solving later.

When it comes to understanding science concepts and skills, classrooms are literally transformed into laboratories of learning. It is commonplace to see hands-on activities which engage students in the life, physical, and earth sciences. As evidenced on the State Fourth Grade Science Test, students have consistently achieved 100% at Levels 3 and above. Also, hundreds of parents, students, and community members attend our annual Science Fair which is a true testament to our students' aptitude in science.

Our social studies program has a strong connection to our community. Students are introduced to many community members, from firefighters and police officers to artisans. These volunteers frequent our classrooms to instill community values and provide students with knowledge of the world around them. An example of this outreach is the "Traveling Trunk" program offered through the Warwick Historical Society. Students see and learn about artifacts that tell the stories of times past. Upper grade students take an annual historical tour led by docents who impart knowledge about local history.

Our art and music instruction allows for creative expression in a wide variety of genres. The study of the basic elements of art and music leads our students into developing skills and intellectual processes involving appreciation and cultural understanding. These experiences not only allow for creativity, but they also provide structure that will carry over into academic areas.

The broad goal of physical education is the development of lifetime skills. Our program aligns with the learning standards, so that students will perform basic motor and manipulative skills. The students learn to demonstrate personal and social behavior while being engaged in physical activity. Students are made aware of and encouraged to take part in physical activities outside of the school.

Technology is used to support and enhance instruction in all academic areas. Teachers are able to use web-based programs to monitor students' progress, pinpoint skill development, and provide areas of enrichment that engage their learning. Technology is also used as a management tool for teachers in areas of attendance/records, lesson planning, grading, and assessment. Classrooms are equipped with student

computers, teacher workstations and SMART Boards. In addition, two state-of-the-art school computer labs enhance the delivery of instruction through technology.

2. Reading/English:

Our school utilizes a balanced research-based approach to reading instruction within a daily 90-minute literacy block. Its' focus is on "learning to read" in kindergarten through second grade and "reading to learn" in third through fifth grade. Our program scaffolds our instruction to provide all students with strategies for comprehension of text, development of vocabulary, strategies for written expression, listening and speaking skills, as well as a proficiency in spelling. The series provides a structured scope and sequence for novice teachers and acts as a springboard for the more experienced teachers.

Our reading program in the primary grades focuses on systematic and explicit instruction in phonemic awareness. Phonemic awareness includes decoding skills and oral reading fluency with a focus on sight word recognition. The emphasis on fluency provides a foundation for reading success.

Intermediate grades focus on content-area-based materials where children are encouraged to "read to learn". Instruction includes a plethora of topics which integrate reading and writing. Comprehension strategies are taught through fiction as well as non-fiction. Students are taught higher order thinking skills such as analyzing, evaluating, and synthesizing text. The series enhances learning through novel studies, literature circles, and research projects. It builds upon the foundation of writing skills and teaches the six traits of writing. Teachers emphasize the writing process through the development of idea and content, organization, sentence fluency, word choice, elaboration, and voice. In addition, students are taught the craft of revising and editing their creative and expository writing.

Differentiated instruction is a priority in teaching reading. Small group reading instruction is provided for all students. This allows teachers to develop essential reading strategies while actively guiding children through their cognitive thought processes. Our school has a long-standing early intervention program beginning in kindergarten. As students progress through the grades, Response-to-Intervention meets the needs of below-level students (Tier I) through classroom instruction. At the Tier II level, intensive direct instruction is provided using a multi-sensory approach by the reading specialists. A variety of clubs and enrichment programs afford students opportunities to develop positive attitudes toward reading and increase their intrinsic motivation to write. The library/media specialist provides enrichment activities for advanced second through fifth grade readers. She facilitates skills through literature circles and special projects, such as "Invention Convention," "Wax Museum," and Parents as Reading Partners.

The Sanfordville staff strongly believes that our approach to reading creates a community of life-long readers and writers.

3. Mathematics:

Our school utilizes a multi-faceted approach to mathematics instruction in a daily 70-minute block. This includes the following: use of SMART Board technology; research based programs for both the primary and upper grades; progress monitoring and assessments (RTI and AIMSweb); emphasis on literature in math through the use of Trade Books; multi-sensory strategies such as Touch Math and the use of manipulatives and differentiated instruction to meet the needs of students performing below, on grade, and above grade level.

Students use a core math series in grades kindergarten through second that is flexible and builds an essential background beginning with the foundational concepts of number sense. This spirals and culminates in a solid understanding of algebraic application and problem solving. For our third through fifth grade students, their core program engages them in visually stimulating learning experiences through the use of technology. This is highly effective because it reinforces math concepts and vocabulary in a

multi-sensory approach. Another benefit is that students and their families can access this program from home for added reinforcement.

Based on consistent progress monitoring and other assessments, such as math probes in Concepts and Applications and Computation, we differentiate instruction in small groups to meet the needs of all students. For our below level students, skills are targeted through the use of kinesthetic, auditory and visual modalities. Concepts are modified to help students achieve competence as needed. In addition, cooperative learning experiences, such as peer tutoring, are provided within classrooms to reinforce skills, encourage leadership, and build confidence. Students who perform above grade level are challenged through enrichment activities which are an extension of the concepts and skills taught at a given grade level. Acceleration, the acquisition of advanced grade level skills, is an additional method of meeting the needs of these students. SuccessMaker, an on-line educational program, offers embedded assessment. This determines a student's appropriate initial placement level and individualizes mathematics instruction. Although this program is universally used, it's ideal for the above grade level student, in that it challenges them to go above and beyond grade level expectations.

An exciting development initiated this year is the integration of Trade Books. Trade Books, rich with math vocabulary, include engaging narratives and real-life situations that make reading and learning about math more fun and inviting.

4. Additional Curriculum Area:

Our school's mission is to provide students with skills necessary to thrive as lifelong learners, effective workers, and outstanding citizens of the 21st century. Our science program allows students to assess and analyze information, stimulate curiosity and imagination, and practice leadership through initiative and entrepreneurialism.

The study of life, physical, and earth science begins in the primary grades and spirals through the upper elementary grades. For example, in kindergarten, students begin investigating life science by hatching chicks and observing birds feeding in the courtyard. In the middle grades, students study the life cycle of butterflies by hatching larvae and releasing them on school grounds. Upper grade students dissect owl pellets to learn about digestion, food webs, and the skeletal system. Teaching science through inquiry and investigation is the core of our science model. Hands-on activities that engage students' curiosity and imagination are commonplace in our classrooms.

Students are taught the scientific method which allows them to analyze and assess information. Our science fair allows students to initiate, create, and present an experiment independently. Each student demonstrates the use of the scientific method and outlines the process of their investigation. Assemblies and afterschool enrichment programs are designed to motivate and excite the students about science.

Set on 116 acres, our campus offers a pond, marsh, woodlands, fields, school garden, and an operational windmill. Teachers incorporate these resources into their science curricula in a variety of ways. These include pond studies, food webs, habitat walks, identification of plants and animals, geology, and topography. Within the school, three courtyards offer additional outdoor space for scientific investigations.

Fifth graders have adopted one courtyard for an integrated science unit focused on conservation. Students initiated this endeavor after learning about the principles of conservation and relied on 21st century skills to create a sound and self-sustainable environment. These essential skills started with letter writing, conducting interviews, and website design as a means of effective communication. Students designed and built greenhouses and sculptures based on conservation principles, which stimulated imagination and creativity. The testing of soil samples led to analyzing and assessing information to determine the quality of the soil. Students practiced entrepreneurialism by creating a source of revenue through collecting and redeeming bottles. The funds are used to cover costs inherent in the project. These authentic learning experiences shape our students into lifelong learners and civic-minded citizens.

5. Instructional Methods:

The Sanfordville staff has received extensive training in the implementation of differentiated practices. Prior to delivering any instruction, a variety of pre-assessment tools are utilized, such as school-wide tri-annual universal screenings that assess students in the areas of English language arts and mathematics. Individual screenings vary by grade level, and the data provides teachers and support staff with invaluable information. The information is evaluated and instructional plans are generated to meet the needs of the individual students. For example, a student who scores at or above the criteria set by the district is provided with instruction and activities that are designed to challenge his/her level of ability. Students who fall below district benchmarks are monitored and provided with instructional support designed to assist them in reaching the benchmark. Students who do not accelerate at a rate commensurate with their peers are provided with a hierarchy of skills to overcome their deficits.

The use of technology has provided teachers with tools to accommodate the varied learning styles of our diverse learners. Interactive SMART Boards provide opportunities for students to be actively engaged in their own learning via a multisensory approach. In addition, students have access to two state-of-the-art computer labs conducive to whole class instruction. Our school also utilizes online-interactive programs to target individual skills. These programs provide leveled texts for students to progress at their own pace.

A combination of whole group, small group, and individualized instruction is provided on a daily basis. Teachers design their classrooms based on their knowledge of the ability levels, interests, and learning styles of their students. This sets the stage for learning centers, exploratory learning, cooperative groups, and paired activities; all of which promote social and academic growth. This also allows teachers to meet with small groups to reteach ideas or skills as well as to further enhance the thinking skills of advanced learners. Students with special needs can be successful in the settings described with the implementation of a few specialized methods. Some of these methods include Orton-Gillingham, Handwriting Without Tears, Brain Gym, and the use of sensory tools. These are instructional programs that emphasize a multi-sensory approach in reading, writing, gross motor and fine motor skill development.

A variety of techniques were developed and are used by teachers to assess student knowledge in the content areas. Traditional paper and pencil tests and quizzes are supplemented with project-based assignments such as PowerPoint presentations, puppet shows, plays, and game making. This affords students the opportunity to demonstrate their knowledge of the concepts presented while honoring and developing their own individual talents and preferences.

6. Professional Development:

Professional development at Sanfordville is continuous and happens at three important levels: District-Sponsored, Central Office Staff, and Building. In our District, student data drives decision making regarding student instruction. These practices begin with teacher goals and objectives that drive our district-level planning. Data-based decision making also drives the selection of resources and professional development in order to target students' needs. These decisions are operationalized through district-wide professional development, such as Superintendent's Conference Days, monthly grade level meetings, and in-service offerings. Another mode of training relies on the expertise of directors, coordinators, and staff developers from the Central Office Staff. This training takes place before, during, and after school. In recent years these individuals have placed a strong emphasis on the use of technology, and the evidence can be found in our use of interactive devices and web-based programs.

Next, at the building level, monthly faculty meetings are devoted to curriculum and instruction that advances district initiatives as well as State mandates. Teachers have been afforded time during the school day to master the use of AIMSweb to progress monitor student achievement in English language arts and mathematics.

Professional development leads to best practices which are demonstrated through the teacher evaluation process. This is because teachers do an excellent job of operationalizing their training into practice, which in turn, is seen by the principal when conducting observations.

Finally, at Sanfordville, we have a professional learning community. Teachers utilize their planning time to collaborate and problem solve to meet students' needs. The sharing of resources and ideas happens on a scheduled and unscheduled basis. Teachers take the initiative to collaborate in order to seek and provide assistance to each other. Our staff members have a menu of professional choices to meet their needs. In addition to district and building-level professional development, teachers can take advantage of a myriad of out-of-district training that include on-line courses.

The New York Learning Standards and the State Testing Program are the foundation for what we do. The evidence is found in our students' achievement which places us in the top 15% of our State's schools. In summary, the entire teaching staff dedicates themselves to providing opportunities for students to develop and hone their academic skills.

7. School Leadership:

We are unique in that we have a shared leadership style that is characterized by mutual respect and responsibility. In this participative setting, the leadership emanates from the principal, to staff, parents, and students. Interdependence is fostered among all members of our school community. Although our school environment is amicable and congenial, opposing viewpoints are respected and welcomed. Collectively, children are always at the heart of our decision making.

As the instructional leader, our principal's role is to support the students, staff, and parents. This is accomplished by having an open door policy. Under his guidance each individual within the school is made to feel respected, valued, and trusted as an important member of our educational family. Leadership responsibilities are further carried out by our Head Teachers who act in the absence of our principal. Their responsibilities include handling discipline issues, parental concerns, and the safety of our students. We are fortunate to have a teaching staff of leaders who rise to the occasion. Our proactive compassionate staff is readily available and supportive of each other in times of crisis and tranquility.

Our leadership style ensures that policies, programs, and resources focus on improving student achievement. These policies and procedures are clearly delineated in our Teacher and Student Handbook, as well as the Code of Conduct. Shared leadership is demonstrated by staff actively participating and implementing programs that will foster academic, social, and emotional growth. For example, our Instructional Support Team problem solves collaboratively with a teacher advocating for a student. Through this process, team members of various disciplines contribute to the development of a clearly defined, measureable intervention plan designed to meet the academic needs of that student. In the area of social/emotional development, the implementation of Positive Behavior Intervention Supports has been spearheaded by a steering committee. They have created a program that reinforces school-wide expectations that encourage politeness, accountability, making wise choices, and safety first. Our mantra, referred to as PAWS, is symbolic in our mascot – the Black Bear.

Another endeavor to improve student achievement is the work of our School-Based Data Inquiry Team. This team, mindful of the importance of data-driven instruction, designed a school improvement plan specifically for our fourth graders. The plan incorporates the use of instructional resources selected by our teaching staff to increase the level of our students' reading comprehension skills. In closing, student achievement and staff involvement thrive in our school which maximizes leadership potential in our learners, workers, and citizens.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Mathematics

Edition/Publication Year: 2006-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	82	85	100	98	99
Exceeds Proficiency (Level 4)	21	37	47	39	27
Number of students tested	103	97	96	111	98
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	6	3		4	1
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested		4	2	1	3
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	9	3	2	5	6
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	18	50	100	88	94
Exceeds Proficiency (Level 4)	0	5	7	6	0
Number of students tested	11	20	14	17	17
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	1	1	1		
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested					
NOTES:					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut					

scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS Reading/ELA

Edition/Publication Year: 2006-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	86	71	92	91	87
Exceeds Proficiency (Level 4)	4	24	22	20	19
Number of students tested	103	97	96	111	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	6	3		4	1
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested		4	2	1	3
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	9	3	2	5	6
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	55	32	64	53	39
Exceeds Proficiency (Level 4)	0	5	0	0	0
Number of students tested	11	19	14	17	18
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	1		1		
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested					
NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new					

Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Mathematics

Edition/Publication Year: 2006-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	91	83	98	98	99
Exceeds Proficiency (Level 4)	46	52	60	44	56
Number of students tested	104	101	112	99	121
Percent of total students tested	98	98	99	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	4	7			5
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	3	2	1	3	2
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	4	4	5	6	
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	50	45	94	90	
Exceeds Proficiency (Level 4)	8	10	24	5	
Number of students tested	12	20	17	19	8
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested		2			1
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested					
NOTES:					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent					

of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS Reading/ELA

Edition/Publication Year: 2006-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	77	70	95	85	93
Exceeds Proficiency (Level 4)	1	6	12	7	12
Number of students tested	106	102	113	99	121
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	4	7			5
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	3	3	1	3	2
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	4	4	5	6	
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	31	20	77	32	
Exceeds Proficiency (Level 4)	0	0	0	0	
Number of students tested	13	20	17	19	9
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested		2			1
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested					
NOTES:					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent					

of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Mathematics

Edition/Publication Year: 2006-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	88	86	97	98	89
Exceeds Proficiency (Level 4)	47	34	47	35	24
Number of students tested	99	109	105	125	115
Percent of total students tested	100	96	99	98	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)		70	0	0	
Exceeds Proficiency (Level 4)		20	0	0	
Number of students tested	5	10			5
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	2	1	4	2	5
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	4	5	6		7
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	57	44	90	73	47
Exceeds Proficiency (Level 4)	0	6	19	9	0
Number of students tested	14	18	21	11	17
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	0	0	0	0	
Exceeds Proficiency (Level 4)	0	0	0	0	
Number of students tested					2
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested					
NOTES:					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent					

of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS Reading/ELA

Edition/Publication Year: 2006-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	81	73	93	95	86
Exceeds Proficiency (Level 4)	7	22	17	15	6
Number of students tested	99	116	105	127	114
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)		58	0	0	
Exceeds Proficiency (Level 4)		17	0	0	
Number of students tested		12			5
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	2	1	4	2	5
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	4	5	6		7
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	36	33	76	64	35
Exceeds Proficiency (Level 4)	0	6	5	0	0
Number of students tested	14	18	21	11	17
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	0	0	0	0	
Exceeds Proficiency (Level 4)	0	0	0	0	
Number of students tested					2
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested					
NOTES:					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent					

of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	87	84	98	98	95
Exceeds Proficiency (Level 4)	37	40	51	38	36
Number of students tested	306	307	313	335	334
Percent of total students tested	99	98	99	99	99
Number of students alternatively assessed	1	1	1	2	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	59	65	0	0	90
Exceeds Proficiency (Level 4)	0	10	0	0	18
Number of students tested	15	20	0	4	11
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					30
Exceeds Proficiency (Level 4)					10
Number of students tested	5	7	7	6	10
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	76	75	92	0	46
Exceeds Proficiency (Level 4)	0	0	0	0	7
Number of students tested	17	12	13	11	13
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	43	46	94	85	73
Exceeds Proficiency (Level 4)	2	7	17	6	7
Number of students tested	37	58	52	47	42
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)					
Exceeds Proficiency (Level 4)					
Number of students tested	1	3	1	0	3
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	0	0	0	0	0
Exceeds Proficiency (Level 4)	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	81	71	93	90	88
Exceeds Proficiency (Level 4)	3	17	16	14	12
Number of students tested	308	315	314	337	334
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	1	1	1	2	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	62	45	0	0	72
Exceeds Proficiency (Level 4)	0	9	0	0	0
Number of students tested	15	22	0	4	11
2. African American Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	60	62	100	0	30
Exceeds Proficiency (Level 4)	0	0	0	0	0
Number of students tested	5	8	7	6	10
3. Hispanic or Latino Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	76	66	92	0	30
Exceeds Proficiency (Level 4)	0	0	0	0	7
Number of students tested	17	12	13	11	13
4. Special Education Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	39	28	73	47	38
Exceeds Proficiency (Level 4)	0	3	2	0	0
Number of students tested	38	57	52	47	44
5. English Language Learner Students					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	0	1	100	0	0
Exceeds Proficiency (Level 4)	0	0	0	0	0
Number of students tested	1	2	1	0	3
6.					
Meets Proficiency (Level 3) & Exceeds Proficiency (Level 4)	0	0	0	0	0
Exceeds Proficiency (Level 4)	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
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